# St Joseph's Catholic Primary School, Wallasey

# Marking and Feedback Policy

**Mission Statement:**

*"Love one another as I have loved you"*

School Values:

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| *Service* |
| *Justice* |
| *Love* |

**Introduction**

At St Joseph's Catholic Primary School, we recognise the importance of feedback as an integral part of the teachingand learning cycle, and aim to maximise the effectiveness of its use in practice.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

**Rationale**

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

As such, we have investigated alternatives to written marking which can provide effective feedback in linewith the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be:

Meaningful, Manageable and Motivating.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

**Key Principles**

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence forexternal verification
- Feedback should empower children to take responsibility for improving their own work; it shouldnot take away from this responsibility by adults doing the hard thinking work for the pupil.

- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

As such, strategies can include marking, but will mainly be verbal feedback during the lesson.

### Why do we give good feedback during the lesson?

- To assess and discuss with children what they are learning
- To intervene in a timely way if children have not understood work and to further challenge them ifthey have
- To motivate further by praising current achievements
- To inform the next step in learning so that children know what they need to do in order to improve.
- To provide ourselves with feedback on how well pupils have understood the current work so thatwe can plan the next stage of teaching and learning.
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessmentlevels to support ascertaining standards

By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/poor/indifferent, and may lose interest or not produce work of such quality in future.

### Feedback and Marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. *Immediate feedback* – at the point of teaching

2. *Summary feedback* - at the end of a lesson/task

3. *Next lesson feedforward* – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished

4. *Summative feedback* – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following practices:

| Type | What it looks like | Evidence (for observers) |
|---|---|---|
| Immediate | • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. <br> • Takes place in lessons with individuals or small groups <br> • Often given verbally to pupils for immediate action <br> • May involve use of a teaching assistant to provide support of further challenge <br> • May re-direct the focus of teaching or the task | • Lesson observations/learning walks |
| Summary | • Takes place at the end of a lesson of activity <br> • Often involves whole groups or classes <br> • Provides an opportunity for evaluation of learning in the lesson <br> • May take form of self or peer- assessment against an agreed set of criteria <br> • May take the form of a quiz, test or score on a game <br> • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need | • Lesson observations/learning walks <br> • Some evidence of self – and peer-assessment <br> • Quiz and test results may be recorded in books or logged separately by the teacher |

| Type | What it looks like | Evidence (for observers) |
|---|---|---|
| Feedforward: 'the next step is the next lesson' | • For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. <br> • Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings. | • Lesson observations/learning walks <br> • Evidence in books of pupils editing and redrafting their work in green pen |
| Summative | • 'Check it' activities <br> • End of unit or term tests or quizzes | • Check it activities in books <br> • Quiz and test results |

Effective feedback makes pupils think about their learning. It also helps them to see that learning is incremental rather than fixed.

To support learning, areas for improvement are often more effective if they are expressed as questions:

1. How could you use verbs to change the effect of this sentence?
2. How might you avoid starting each sentence with 'I' or 'The'?
3. Can you find a way of rewriting these sentences without 'and' or 'but'?
4. How could you vary your sentence structure here?
5. How else could you connect this paragraph?
6. What vocabulary could you use here instead? Suggest three other examples..

Teachers should not be providing pupils with the answer, but expecting them to think and refine their work

as a result.

**When do we feedback or mark?**

- Ideally whilst the work is in progress
- At least at the completion of a piece of work
- As soon after the completion of the work as is possible

Practice will involve a "**WRITE, REFLECT, MARK**" sequence during lessons where the emphasis is on 'live marking' i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do (or amend) to achieve the objective at the point of learning.

As the feedback is in the context of the lesson, (VF to be written in the margin at the point at which verbal feedback is given), there is an expectation that the pupil will respond to the feedback immediately.

Written feedback will only given by teachers if they have worked with that child in the lesson and they do so there and then to evaluate the impact of feedback.

**The Book Look**

After the lesson, the teacher looks through the pupils' books to evaluate learning based on what went well (WWW) and what still needs work (WSNW).

Teachers sort the books into 3 piles:
- *children who didn't grasp the objective or underperformed*
- *those who showed solid understanding*
- *those who did particularly well or exceeded the objective*

Teachers tick each piece of work to show it has been checked, are free to add a brief comment on the work of pupils they fed-back to, and should 'star' any parts of work that are worth sharing as good examples as 'polaroid moments'.

**I and R – Improvement & Reflection Time: Proof reading and editing in writing lessons**

Once feedback has been posed, pupils need time to respond to be able to reflect critically on how to craft and improve their work, and to develop new techniques to put their feedback into practice. For ease of reference and the sake of consistency, we label this time and space within lessons I and R – Improvement & Reflection Time.

Most writing lessons will be followed up with an 'I and R' session where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions,and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content.

Where individual children have done particularly well or poorly at something, s/he will make a note on the feedback sheet and use these in the lesson as a teaching point.

The I and R session will be divided into two sections:
1) proof-reading - changing punctuation, spelling, handwriting and grammar mistakes.
2) editing - improving their work to improve the composition in BLUE pen.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

There are many different tasks that pupils can do doing I and R. The following list is by no means exhaustive:

- Redrafting a whole piece of work
- Redrafting of a section of the work
- Re-doing something e.g. a graph
- Answering a question/questions
- General Editing

### Feedback

'Polaroid moments' will be shared based upon the book look.
'Headlines' will be shared with the whole class.
Spelling and handwriting will form a central role in the feedback part of the lesson.

The teacher will share extracts from pupils' work, displaying them on the interactive whiteboard, at first showing good examples of work.

For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights.

Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules.

They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it.

Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, for example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in **BLUE** pen to help the teacher see what changes the child has made.

### Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support.

### Challenging the More-Able

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through

editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like.

- Set group or individual challenges, "before you've finished editing, you need to have…
- Use their work in modelling and then expect them to do the same.

### Peer Assessment

Peer improvement happens when children work with their learning partner to edit and develop a piece of work. It is not when partners swap books and individually 'check' and assess the other's work. To be collaborative, both children read and discuss one of their pieces together, decide the best bits (which may not be the same) giving reasons why, then together talk about the improvements that could be made – which the 'owner' of the work makes, using a **BLUE** editing pen.

Work that has been collaboratively / peer improved needs to be clear that this is the case.
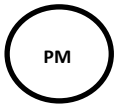
( PM ) **will be noted in the margin to indicate peer assessment.**
**Peers will NOT make written annotations to the work of another child – all feedback will be verbal.**

### Prompt Sheets

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

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**Find my mistake (column addition)**

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

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**Find my mistake (identifying fractions of shapes)**

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator→down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator →oN top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Non-negotiable additional prompts will include:
- Success criteria
- Alphabet strips
- RWI speed sound chart
- Handwriting strips

Pupils on SEND register will be provided with further bespoke prompts, based upon individual need.

| Category of SEN | WAVE 1 Quality 1st Teaching | WAVE 2 Additional Provision | WAVE 3 Highly Personalised Provision |
|---|---|---|---|
| Cognition and Learning | Personalised Targets<br>Class rules, rewards and sanctions<br>Differentiated Curriculum<br>Key word lists<br>Coloured overlays<br>Writing frames<br>Multi-sensory teaching<br>Chunked tasks<br>Modelling<br>Learning Mats<br>Coloured paper<br>Targeted seating arrangements<br>Use of a iPad<br>Targeted teacher support<br>Visual aids for spoken instructions Dyslexia friendly fonts<br>Teaching of subject key words Seating allows peer support<br>Print outs of PowerPoints Dictionaries and thesauruses available | Support Maths classes<br>Support English classes<br>Paired Reading<br>IDL spelling<br>Phonics intervention<br>Some access to in class TA support Reading in class minimised<br>Students pre reading texts<br>Homework clubs<br>Subject extra sessions<br>Access to books appropriate for reading ability | Learning mentors<br>One to one literacy/maths interventions<br>Access to TA support in most lessons<br>One to one TA support<br>SENAAT/Ed Psych input<br>Home communication book<br>Access Arrangements such as a laptop, reader, scribe<br>Highly personalised software for speech to text or voice note-taking<br>Personalised curriculum/Objectives<br>SEN Support reviews<br>Access to learning support at social times for homework help |
| Communication and Interaction | Differentiated curriculum<br>Visual support for verbal input Routines<br>Modelling Chunked tasks<br>Clear instructions and timings Thinking time given<br>Multi-sensory learning<br>Seating plans | Time to Talk intervention<br>Access to supportive technology<br>Some TA in class support<br>Catch up sessions<br>Time out card<br>Role of responsibility<br>Peer mentor support | ASC Team input<br>One to one Talk about Town intervention<br><br>Access to learning support at social times<br>Supported study sessions<br>TA in class support<br>Sensory rest breaks |
| Sensory/Physical | Enlarge/modified resources<br>Hearing support equipment<br>Seating plans<br>Pen grips/ handwriting pens Appropriate P.E options<br>Access to ICT<br>Fiddle objects | Handwriting intervention<br>Additional technology<br>Typing support<br>Catch up sessions<br>Medical card for access to the toilet | Health Care Plan<br>Physiotherapy support<br>O.T support<br>Personalised P.E programmes<br>Highly personalised resources- braille and tactile<br>Assistance to move around the site<br>TA support |
| SEMH | Targeted teacher support in class Seating plans<br>Sensitivity towards SEMH topics<br>Parent links<br>Positive approach and rewards<br>Tutor time activities to support good mental health | Homework clubs<br>Targeted enrichment activities<br>Circle of friends<br>Time out card<br>Catch up sessions<br>Some TA support in class<br>Parental contact<br>Social Skills<br>Role of responsibility (for example Playground Leader)<br>Peer mentor support | Pastoral/Behaviour Support Plan<br>Parental contact<br>Boxall Profile and supporting intervention One to one Mentoring<br>Access to learning support at social times<br>Input from external agencies<br>Achievement record<br>Learning support mentoring<br>Behaviour Chart |